

CURRICULUM INFORMATION: LENT TERM 2025

Nursery: Badgers and Hedgehogs



Mathematics	Literacy	Communication & Language
<p>Topic/s: Counting and Comparing everyday objects</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To recite numbers past 5. To link numerals and amounts. To compare quantities using language: 'more than', 'fewer than'. To talk about and explore 3D shapes, using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. To understand position through words alone, without pointing. To describe a familiar route. To make comparisons between objects relating to size, length, weight and capacity. To extend and create ABAB patterns- stick, leaf, stick, leaf <p>Skills: Through their learning pupils will develop the skills of: Counting; number recognition, comparing and spotting patterns.</p> <p>Subject teacher/s: Mrs Whitehurst</p>	<p>Topic/s: Level 1 Phonics - People who help us, Animals</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To know that print can have different purposes. To name different parts of a book. To develop their phonological awareness so they can recognize words with the same initial sound, such as <i>money</i> and <i>mother</i>. To engage in extended conversations about stories, learning new vocabulary. <p>Skills: Through their learning pupils will develop the skills of: General sound discrimination environmental and instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting.</p> <p>Subject teacher/s: Mrs Whitehurst</p>	<p>Topic/s: People who help us, Animals, Easter</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To pay attention to more than one thing at a time, which can be difficult. To use a wider range of vocabulary. To understand 'why' questions, like "Why do you think the caterpillar got so fat?" To pronounce words clearly and to practise saying multi-syllabic words such as 'hippopotamus'. To use longer sentences of four to six words. <p>Skills: Through their learning pupils will develop the skills of: Speaking and listening.</p> <p>Subject teacher/s: Mrs Whitehurst</p>
Understanding the World	Physical Development	Forest School
<p>Topic/s: People who help us, Animals and Plants, Minibeasts</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To show an interest in different occupations. To plant seeds and care for growing plants. To understand the key features of the life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural environment and all living things. <p>Skills: Through their learning pupils will develop the skills of: Using their senses, describing what they see, developing their levels of curiosity, asking questions to deepen their understanding, learning new vocabulary.</p> <p>Subject teacher/s: Mrs Whitehurst</p>	<p>Topic/s: Dance, Gymnastics, Ball Skills</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To start taking part in some group activities which they make up for themselves, or in teams. To use and remember sequences and patterns of movements which are related to music and rhythm. To match their developing physical skills to tasks and activities in the setting. To choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Experiment with different ways of moving. Jump off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment. <p>Skills: Through their learning pupils will develop the skills of: Running; changes of direction under control; stopping; avoiding collision; listening; following instruction; throwing, catching a ball with two hands.</p> <p>Subject teacher/s: Mrs Whitehurst and Mr Vaughan</p>	<p>Topic/s: Staying safe; Exploring new areas; Embracing new challenges</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To dress and undress with minimal assistance, into FS Kit. To walk sensibly with a partner, to and from the site entrance. To gather calmly into the sharing circle at start/end of session. To understand the perimeter boundaries of different areas. To understand the ways in which we can learn and play safely within the Forest school site. To begin to learn how to respect the flora and fauna on site. To learn to listen respectfully to the contributions of others during share-time. To try to participate actively during share-time when it is our turn to talk. To respond promptly to a recall signal. To explore less familiar areas within the site. To begin to embrace new challenges. <p>Skills: Through their learning pupils will develop the skills of: Negotiation; collaboration; language and vocabulary; conflict resolution; physical proprioception; vestibular and gross and fine motor hand-eye coordination.</p> <p>Subject teacher/s: Mrs Clark and Mrs Whitehurst</p>

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RE	Personal, Social & Emotional	Expressive Art & Design
<p>Topic/s: Baptism; God's Family; Lent; Holy Week.</p> <p>Aim/s</p> <ul style="list-style-type: none"> To start our prayers with the sign of the cross. To end our prayers with the agreement 'Amen'. To learn that Baptism is a ceremony which welcomes us as members of God's Family. To build on Baptism as joining a community which has a special gathering place and a special gathering day. To begin to learn about the relationship between God the Father and his son, Jesus. To know that we need to say sorry when we fail to show love and care. To hear that something sad happened to Jesus when he was a grown-up man. To learn that the symbol of a cross or crucifix, reminds us of what happened. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Recount; respect; exploring Christian beliefs and practices.</p> <p>Subject teacher/s: Mrs Whitehurst</p>	<p>Topic/s: People who help us and Animals</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To show more confidence in new social situations. To play with one or more other children, extending and elaborating play ideas. To increasingly follow rules, understanding why they are important. To develop appropriate ways of being assertive. To talk about their feelings using words like <i>happy, sad, angry</i> or <i>worried</i>. To be increasingly independent in meeting their own care needs, e.g: brushing teeth; using the toilet; washing and drying their hands thoroughly. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Independence and cooperation.</p> <p>Subject teacher/s: Mrs Whitehurst</p>	<p>Topic/s: Chinese New Year, Monet, People who help us, Animals, and Easter Crafts.</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To begin to develop complex stories using small world equipment like animal sets, dolls and doll houses. To develop their own ideas and then decide which materials to use to express them. To draw with increasing complexity and detail, such as representing a face with a circle and including details. To explore colour and colour-mixing. To respond to what they have heard, expressing their thoughts and feelings. To pitch-match (sing the pitch of a tone sung by another). Contribute to whole-school exhibition about the painter Monet. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Performance; listening and memory development.</p> <p>Subject teacher/s: Mrs Whitehurst</p>
French	Music	Home School links
<p>Topic/s: Greetings, Colours, Songs and Rhymes</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To learn how to say hello and goodbye. To be able to reply thank you. To count to 5. To learn and apply primary colours - blue, red and yellow. To join in with our songs, games and activities. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Speaking; listening; participation; confidence.</p> <p>Subject teacher/s: Mme Westerman</p>	<p>Topic/s: Exploring instruments and singing, through a variety of songs contrasting orchestral pieces. Easter songs will be covered in the second half of the term.</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To be able to move to a variety of pieces that are played at the start of each lesson. To be able to copy simple rhythms back and then transfer them on to instruments. To clearly understand what pulse is in music and to be able to clap the pulse to various types of music. To understand the various timbres of the instruments and to be able to listen to other people playing their instruments. To be able to sing a variety of songs with confidence. To be able to listen and copy lines of the song back. To be able to perform these songs in front of an audience. More able and confident singers will be able to perform in a solo capacity. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Performance; listening; appraising.</p> <p>Subject teacher/s: Mrs Olden</p>	<p>- Twice daily, face to face feedback with parents, at drop-off and pick-up. - Nursery newsletter and Diary/Housekeeping reminders, via the weekly Chronicle (online publication). - Activity Photos released to parents through the <i>Family ap</i>. - <i>Family ap</i> for daily digital communication between staff and parents. - Key Person meetings offered to parents throughout the year. - Mother's Day Open House event.</p>
		Homework
		<ul style="list-style-type: none"> Opportunity for Daily Reading via Home readers: <p>Hedgehogs: choice of titles from a collection of fiction, followed by non-fiction story books, to be read by parent to child, with a variety of potential supporting activities detailed inside front cover of reading diary.</p> <p>Badgers: pre-reading comprehension storybooks with no text, intended for child to read to the parent, using details within illustrations to create the narrative, to promote discussion, and to enrich vocabulary.</p> <ul style="list-style-type: none"> Optional language activities following regular Wellcomm assessments.